

Accessibility Plan

2014 – 2016

Date :- 1st May 2014

Review Date :- April 2016

Crown Hill Community College Accessibility Plan – 2014 to 2016

- 1) The Crown Hills Community College Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- 3) Crown Hills Community College is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Crown Hills Community College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and

the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Crown Hills Community College Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equal Opportunities Policy
- Health & Safety Policy
- Race Equality Policy
- School Brochure(s)
- School Improvement Plan
- Special Educational Needs Policy

8) The previous Accessibility Plan for physical accessibility was referred to when constructing the new school (opened October 28th, 2013). The design and construction confirms to building regulations.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Behaviour and Safety Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved

Date

Review date

	Targets	Action Required	Outcome	Timeframe	Goal Achieved
SHORT TERM	All staff to have awareness raised regarding disability issues and to be aware of their specific duty.	Staff Meeting – Information sheets to staff.	All staff will be aware of a range of disabilities and the current accessibility arrangements	Staff Meeting August 2014	All staff to be aware of disability issues and to be able, to access further information and training throughout the next academic year.
	Availability of written resource material in different formats.	Liaison with students and SEN Support Services:- Visual Impairment Teacher of the Deaf Speech and Language specialists. Medical Specialists Communication Support Service Examination Boards Schools Psychological Service	Students able to access all texts and exam papers through alternative means	ongoing.	A Range of Curriculum resources available in school for use. Relevant Examination access arrangements in place.
	Disseminate information to staff, working with parents and medical professionals about students with AD/HD.	Liaison with parents/carers and specialists. Training through CPD seminars.	Staff using information in planning and delivery of their subject	CPD – Seminars Sept 2014 onwards	Teachers and LSA's aware of students with AD/HD and medication used. Full curricular access maintained for these pupils.
	Availability of coloured overlays for	School to investigate availability and	Readily available resources for		A range of overlay sheets in

	students with SPLD	produce own resources if necessary.	students with SPLD.		different colours and sizes in use within school.
	Use of laptops, switch gear and other specialist equipment e.g. adjustable height worktops, adjustable height seating, for those with physical/debilitating impairments e.g. juvenile arthritis, hyper mobility syndrome, Cerebral Palsy	Liaison with LEA SEN unit, Occupational and Physiotherapy for advice regarding specific equipment required by individual students. Where possible to make arrangements in advance of admittance of student.	Readily available specialist equipment to meet individual needs.	In place from September 2014 and improved/ added to as needed.	Specialist equipment in place across the school site to meet a range of needs.
	Ongoing collaborative information and practice sharing with the Behaviour Support Team.	Weekly/Fortnightly meetings to discuss progress and relevant strategies to be used in school. On going staff training.	Shared information and good practice. Improved support for SEBD students	From Sept 2014 ongoing	Increase ability to effective support a wider range of students with disabilities. Programme of meetings planned.
	All students made aware of disability issues.	Through assemblies, Lifeskills lessons, newsletter, leaflets and Website	All students aware of range of disabilities and current accessibility arrangements , as well as future plans.	September 2014. Assemblies and Lifeskills ongoing.	Inclusion agenda further strengthened .
	Increased knowledge about needs of hearing impaired students/ and parents/carers for all staff.	Training and peripatetic support from Hearing Impaired Service	Improved awareness and provision of needs as appropriate.	Beginning September 2014	Ongoing.

MEDIUM TERM	<p>Advice from Learning Support Coordinator/Home Liaison worker re disability issues. Training for teacher on differentiating and adapting the curriculum with LSA's working effectively alongside. All staff to be trained in managing disabilities.</p>	<p>Performance Management process used to complement identification of forthcoming training needs for all staff. Teaching and Learning collaborative sessions. CPD for teaching staff/LSA's/non-teaching staff.</p>	<p>Staff trained in all areas of disability, able to disseminate to other staff as necessary.</p>	<p>Ongoing – linked to School Improvement Plan and other policies.</p>	<p>Students on roll able to access appropriate areas of curriculum with differentiated resources and approaches to teaching and support. Vulnerable students able to participate fully in breaks and lunchtime activities.</p>
	<p>Up-dating of policy for students with medical needs, including development of specific Medical/Learning Plans where appropriate.</p>	<p>School Nurse to help develop Medical Plans using DfES recommended format.</p>	<p>Policy for students with medical needs up-dated. Regular meetings between school nurse and relevant staff to liaise and up-date plans.</p>	<p>Ongoing –</p>	<p>Policy for students with medical needs up-dated and circulated to all staff. Individual medical/learning plans in place for all appropriate students.</p>
	<p>Learning Support Handbook Produced. Specialist training for SEN teaching and classroom assistants to add to department and school expertise on up-to-date strategies to be used across</p>	<p>Strategies given for classroom practice to cover a range of disabilities. Access LEA training courses and identify any other relevant training needs for SEN staff. Staff to disseminate good practice to current and all new staff joining the school</p>	<p>Staff will develop a resource bank of information and support strategies which staff, parents/carers and students can access through Annual</p>	<p>Ongoing</p>	<p>A resource bank of advice, strategies and good practice available for use. SEN staff able to give advice and support where needed across the curriculum. Confidential student information distributed to pastoral and</p>

	a range of abilities.		Review Meetings, IEP Meetings and Parent Consultation Evenings.		teaching staff.
	Improved availabilities of laptops for students with SEN.	Identification of SEN students requiring laptops for examinations and classroom use. Funding for laptops to be secured.	SEN students use laptops in class, at home and during exams.		SEN needing laptops have them to work in classrooms, at home and in examinations as and when required.
	The school has suitable physical access for a wide range of disabilities.	Undertake an audit of need. Arrange visits to other schools with facilities for a wide range of disabilities	Access into and around the physical building to be discussed and advice received from LEA. Access Initiative and disability support groups. Appropriate furnishings and equipment sought.		Physical accessibility of the school increased. Ramps/lifts/handrails/visual fire alarm.